OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. This template is intended to help develop a S&S for one class/instructional level.

Grade Level(s): 3 Content Area and/or Course Title: Social Studies

Yearly Outcome		
In grade 3, students will expand on their understanding of the concept of community and widen their global lens by exploring interactions between groups of people in Africa, Asia, Europe, and Oceania. Students will explain continuities and differences among cultures, governments, traditions, and resources to investigate how individuals work together while acknowledging different perspectives and cultivating empathy. Students will learn how culture spreads across borders and compare and contrast Vermont/local community customs and traditions to others in the world. Students will explain current and historic patterns of human settlement and compare the ways various cultural groups connect and interact.Students will describe how resources vary across geography and climates and discuss how resources can be categorized as renewable and non-renewable.		
Unit Title	**Unit Item**	**Focus Standards**
National Identity and Politics	**Unit 1**	***Inquiry Process:*** Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions. *1. Constructing Compelling and Supporting Questions* *2. Gathering and Evaluating Sources* *3. Communicating and Critiquing Solutions* ***Civics*** **D2.Civ.1.3-5.** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **D2.Civ.5.3-5.** Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. **D2.Civ.8.3-5.** Identify core civic virtues and democratic principles that guide government, society, and communities. **D2.Civ.10.3-5.** Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
Resources Across the Globe	**Unit 2**	
Global Relationships	**Unit 3**	

		D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. **D2.Civ.13.3-5.** Explain how policies are developed to address public problems. **D2.Civ.14.3-5.** Illustrate historical and contemporary means of changing society. ***Economics*** **D2.Eco.2.3-5.** Identify positive and negative incentives that influence the decisions people make. **D2.Eco.3.3-5.** Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. **D2.Eco.4.3-5.** Explain why individuals and businesses specialize and trade. **D2.Eco.14.3-5.** Explain how trade leads to increasing economic interdependence among nations. **D2.Eco.15.3-5.** Explain the effects of increasing economic interdependence on different groups within participating nations. ***Geography*** **D2.Geo.1.3-5.** Construct maps and other graphic representations of both familiar and unfamiliar places. **D2.Geo.2.3-5.** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. **D2.Geo.3.3-5.** Use maps of different scales to describe the locations of cultural and environmental characteristics. **D2.Geo.4.3-5.** Explain how culture influences the way people modify and adapt to their environments. **D2.Geo.5.3-5.** Explain how the cultural and environmental characteristics of places change over time. **D2.Geo.7.3-5.** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. **D2.Geo.10.3-5.** Explain why environmental characteristics vary among different world regions. ***History*** **D2.His.1.3-5.** Create and use a chronological sequence of related events to compare developments that happened at the same time. **D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.

		D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. **D2.His.5.3-5**. Explain connections among historical contexts and people's perspectives at the time. **D2.His.14.3-5.** Explain probable causes and effects of events and developments. **D2.His.16.3-5**. Use evidence to develop a claim about the past.